

## Performance Highlights

### National Measures of Success in Education

President Obama, in his first address to Congress, challenged America to meet an ambitious goal for education: by 2020, we will once again have the highest proportion of college graduates in the world. In order to achieve that goal, we must ensure that all children in America receive a world-class education to prepare them to succeed in college and careers. Reaching the President's goal will require comprehensive education reforms beginning early in a child's life and supporting that child through postsecondary education, ensuring each child becomes a lifelong learner who can adapt to changes in the technology-driven workforce of the global economy.

Unfortunately, progress in improving student achievement in reading appears to be stalled. In 2009, for reading, gains in overall average scores seen in earlier years did not continue at grade 4 but did continue at grade 8. The results of the nation's report card, the National Assessment of Educational Progress (NAEP), indicate that while grade 4 performance was higher in 2009 than in 1998, it was not higher than in 2007. Grade 8 performance was the same in 2009 as in 1998.

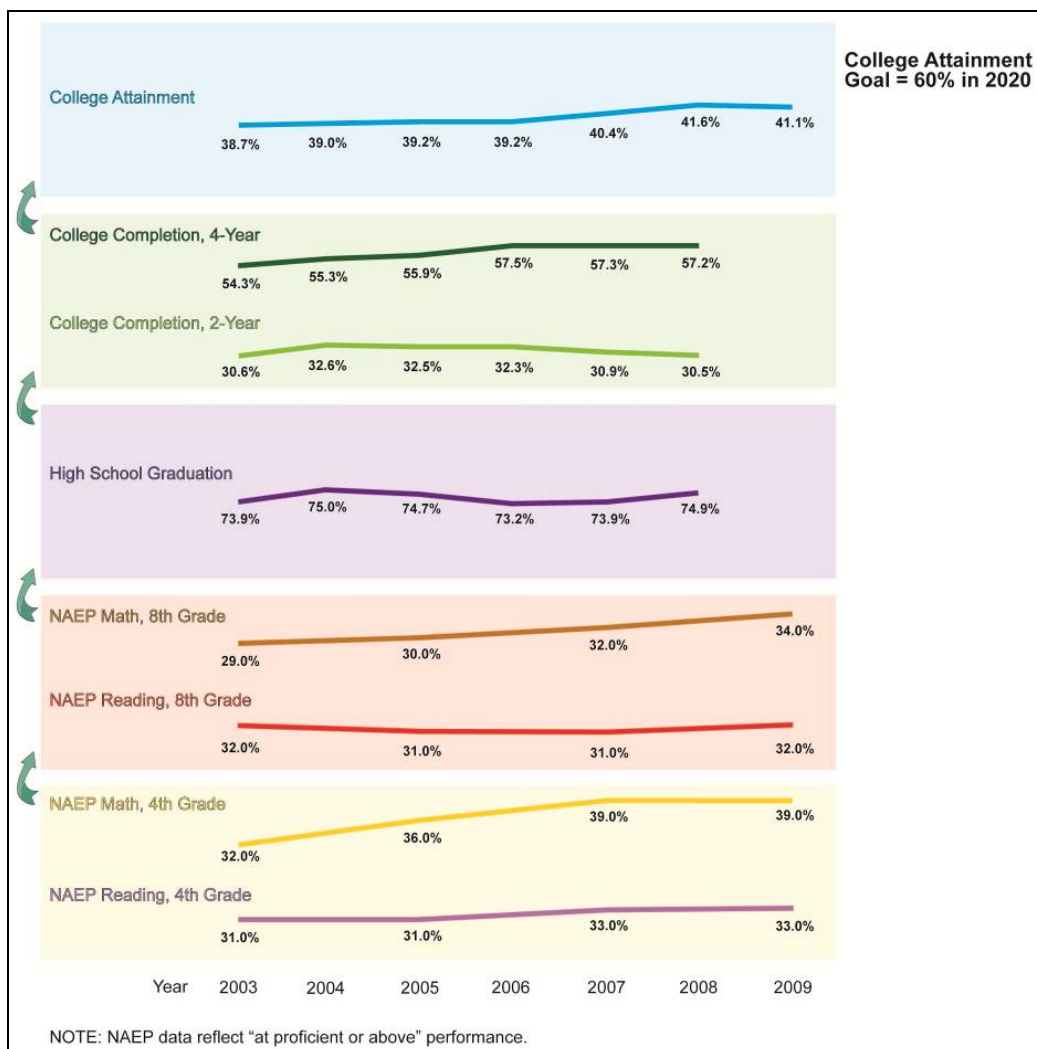
For mathematics, gains in overall average scores also did not continue at grade 4 but did continue at grade 8. While still higher than the scores in the assessment years from 1990 to 2005, the overall average score for fourth-graders in 2009 was unchanged from the score in 2007. The upward trend seen in earlier assessments for eighth-graders continued with a 2-point increase from 2007 to 2009.

We must ensure that students graduate from high school and are ready to succeed in college and careers. Today, our high schools do not adequately prepare students for success in college. As shown in the graphic on the next page, while improving somewhat in 2004, the averaged freshman high school graduation rate has declined moderately in more recent years and continues to remain only in the mid-70 percent range for those students who graduate 4 years after starting the 9th grade.

College completion rates remain unacceptably low. In 2008, for those students who completed a certificate or bachelor's degree at a 4-year institution, only 57.2 percent had graduated within 6 years, up only about 3 percentage points from 2003. For those students who completed their program at a 2-year institution, only 30.5 percent had finished within 3 years in 2008, representing a small decline from 2003, and a more significant decline after an initial increase in the years in between.

In 2009, the percentage of adults 25 to 34 who held an associate degree or higher was only 41.1 percent, a modest increase from 38.7 percent in 2003.

## College Attainment, College Completion, High School Graduation, and NAEP Math and Reading Rates, FY 2003–FY 2009



### Sources:

**College Attainment:** U.S. Census Bureau, Current Population Survey (<http://www.census.gov/hhes/socdemo/education/data/cps/index.html>).

**College Completion:** U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey. (<http://nces.ed.gov/ipeds/>). 2003 Data: "Enrollment in Postsecondary Institutions, Fall 2003; Graduation Rates, 1997 and 2000 Cohorts; and Financial Statistics, Fiscal Year 2003," Table 7 (<http://nces.ed.gov/pubs2005/2005177.pdf>) and "Enrollment in Postsecondary Institutions, Fall 2003; Graduation Rates, 1997 and 2000 Cohorts; and Financial Statistics, Fiscal Year 2003," Table 8 (<http://nces.ed.gov/pubs2005/2005177.pdf>). 2004 Data: "Enrollment in Postsecondary Institutions, Fall 2004; Graduation Rates, 1998 and 2001 Cohorts; and Financial Statistics, Fiscal Year 2004," Table 5 (<http://nces.ed.gov/pubs2006/2006155.pdf>). 2005 Data: "Enrollment in Postsecondary Institutions, Fall 2005; Graduation Rates, 1999 and 2002 Cohorts; and Financial Statistics, Fiscal Year 2005," Table 5 (<http://nces.ed.gov/pubs2007/2007154.pdf>). 2006 Data: "Enrollment in Postsecondary Institutions, Fall 2006; Graduation Rates, 2000 and 2003 Cohorts; and Financial Statistics, Fiscal Year 2006," Table 5 (<http://nces.ed.gov/pubs2008/2008173.pdf>). 2007 Data: "Enrollment in Postsecondary Institutions, Fall 2007; Graduation Rates, 2001 and 2004 Cohorts; and Financial Statistics, Fiscal Year 2007," Table 5 (<http://nces.ed.gov/pubs2009/2009155.pdf>). 2008 Data: "Enrollment in Postsecondary Institutions, Fall 2008; Graduation Rates, 2002 and 2005 Cohorts; and Financial Statistics, Fiscal Year 2008," Table 5 (<http://nces.ed.gov/pubs2010/2010152rev.pdf>).

**High School Graduation:** U.S. Department of Education, National Center for Education Statistics, Common Core of Data (<http://nces.ed.gov/ccd/pdf/Insdr07gen1a.pdf>, <http://nces.ed.gov/ccd/pdf/Insdr06gen1a.pdf>, <http://nces.ed.gov/ccd/pdf/sdr051bgen.pdf>, [http://nces.ed.gov/pubs2009/dropout07/tables/table\\_13.asp](http://nces.ed.gov/pubs2009/dropout07/tables/table_13.asp), and <http://nces.ed.gov/pubs2006/2006606rev.pdf>). Data are collected annually. Averaged freshman graduation rate is a Common Core of Data measure that provides an estimate of the percentage of high school students who graduate on time by dividing the number of graduates with regular diplomas by the size of the incoming class four years earlier.

**NAEP Math and Reading:** National Assessment of Educational Progress ([http://nationsreportcard.gov/reading\\_2009/nat\\_q4.asp?tab\\_id=tab2&subtab\\_id=Tab\\_1#tabsContainer](http://nationsreportcard.gov/reading_2009/nat_q4.asp?tab_id=tab2&subtab_id=Tab_1#tabsContainer) and [http://nationsreportcard.gov/reading\\_2009/nat\\_q8.asp?tab\\_id=tab2&subtab\\_id=Tab\\_1#tabsContainer](http://nationsreportcard.gov/reading_2009/nat_q8.asp?tab_id=tab2&subtab_id=Tab_1#tabsContainer)).

## The Department's Priority Performance Goals

As part of the fiscal year (FY) 2011 budget development process, senior management of all cabinet-level federal agencies identified a small number of near-term, ambitious, outcome-focused priority performance goals that have high direct value to the public.

Each of the Department's priority goals focuses on a clear, measurable result that it is working to achieve in a 12–24 month time period. The Department's senior management has designated a goal leader and a goal lieutenant to lead progress toward each goal's stated result.

Each goal leader has developed an action plan that charts the path to achieving the goal, along with defined targets for each goal measure, quarterly milestones, and contextual measures to provide insight into causal factors affecting the goal. Quarterly data-driven reviews will enable goal leaders to analyze performance data to guide agency action. Agencies will provide quarterly progress updates to the Office of Management and Budget (OMB).

The priority goals will contribute to accomplishment of long-term strategic goals and the agency's mission. The goals are included in the agency's strategic planning process.

The Department's priority goals are:

- College- and Career-Ready Standards: World Class College- and Career-Ready Standards in which all states collaborate to develop, and adopt internationally benchmarked college- and career-ready standards.
- Evidence-Based Policy: Measuring Effectiveness and Investing in What Works to implement a comprehensive approach in using evidence to inform the Department's policies and major initiatives to further decision-making and program improvement.
- Effective Teaching: World-Class Teaching and Learning to increase the number of highly effective teachers of low income and minority students by 200,000 to teach in hard-to-staff subjects and ensure that all states have in place comprehensive teacher evaluation systems.
- Struggling Schools Reform: to identify 500 of the persistently lowest achieving schools as national models that are initiating high-quality intensive reforms to improve student achievement.
- Data-Driven Decisions: Improved Achievement and Decision-Making through Statewide Data Systems to have all states implement comprehensive statewide longitudinal data systems linking student achievement data, teacher performance data, higher education data, and workforce data.
- Simplified Student Aid: Efficient and Effective Delivery of Student Loans to enable all participating higher education institutions and loan servicers ready to deliver federal student loans efficiently and effectively through simplified applications.

For more information on our priority goals, please go to <http://www.whitehouse.gov/omb/budget/fy2011/assets/management.pdf>.

## Challenges Linking Program Performance to Funding

Linking performance results, expenditures, and budget for Department programs is complicated. Most of the Department's funding is disbursed through grants and loans. Only a portion of a given fiscal year's appropriation is available to state, school, organization, or student recipients during the fiscal year in which the funds are appropriated. The remainder is available at or near the end of the appropriation year or in a subsequent year.

Funds for competitive grant programs are generally available when appropriations are passed by Congress. However, the processes required for conducting grant competitions often result in the award of grants near the end of the fiscal year with funding available to grantees for future fiscal years.

Therefore, program results cannot be attributed solely to the actions taken related to FY 2010 funds but to a combination of funds from across several fiscal years, as well as state and local investments, and many external factors, including economic conditions. Furthermore, the results of some education programs may not be apparent for several years after the funds are expended. In addition, results may be due to the effects of multiple programs.

## Summary of Performance Results

During FY 2010, the Department drafted a new strategic plan and has subjected it to an extensive review process, which was ongoing at the end of FY 2010. As of September 30, the Department's performance continued to be measured by the *2007–2012 Strategic Plan*.

There are 81 performance measures in the *2007-2012 Strategic Plan* measuring student achievement, teacher quality, school environment, preparation for college, and college access and attainment, as well as selected measures of the Department's operations.

Because most of our grantees are unable to report in the same fiscal year in which they were funded and because compilation adds time as well, most FY 2010 data will not be available until later during FY 2011. In FY 2010, the Department met or exceeded targets for 2 measures (2.5 percent), did not meet but showed improvement for 0 (0 percent) measures, did not meet 7 (8.6 percent), and is awaiting data for 59 measures (72.8 percent). The remaining 13 measures (16.1 percent) have no targets or data for FY 2010.

In FY 2009, the year with the most available data, the Department met or exceeded targets for 25 measures (31 percent), did not meet but showed improvement for 26 (32.1 percent), did not meet 14 (17.2 percent), and is awaiting data for 10 measures (12.3 percent). The remaining 6 measures (7.4 percent) have no targets or data for FY 2009.

As reported in the [\*FY 2009 Annual Performance Report\*](#), in FY 2008, the Department met or exceeded targets for 31 measures (38.3 percent), did not meet but showed improvement for 26 measures (32.1 percent), did not meet 11 measures (13.6 percent), and was awaiting data for 7 measures (8.6 percent). The remaining 6 measures (7.4 percent) had no targets or data for FY 2008.